



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Additional Qualification Course Guideline History, Grades 7 and 8

**Schedule C
Regulation 184/97
Teachers' Qualifications**

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Additional Qualification Course Guideline History, Grades 7 and 8

1. Introduction

Successful completion of the course developed from this guideline enables teachers to receive the Additional Qualification: History, Grades 7 and 8.

The Additional Qualification Course: History, Grades 7 and 8 is open to all teachers. Candidates come to the Additional Qualification Course: History, Grades 7 and 8 with an interest or background in this area and a desire to extend and apply knowledge, skills and practices in the design, implementation, and assessment of the program.

Critical to the implementation of this course is the creation of positive learning experiences that reflect care, professional knowledge, ethical practice, leadership and ongoing learning.

The Ontario College of Teachers recognizes that candidates working in the publicly funded school system, independent/private institutions or First Nations schools will have a need to explore in an integrated delivery model, topics and issues of particular relevance to the context in which they work or may work.

2. Regulatory Context

The College is the self-regulating body for the teaching profession in Ontario. The College's responsibility related to courses leading to Additional Qualification includes the following:

- to establish and enforce professional standards and ethical standards applicable to members of the College
- to provide for the ongoing education of members of the College
- to accredit additional qualification courses or programs and more specifically

The program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession" and in the program guidelines issued by the College. (Regulation 347/02, Accreditation of Teacher Education Programs, Part IV, Subsection 24).

Additional qualifications for teachers are identified in Regulation 184/97, Teachers' Qualifications. This regulation includes courses/programs that lead to Additional Qualifications, Additional Basic Qualifications, the Principal's Qualifications and the Supervisory Officer's Qualifications. A session of a course leading to an additional qualification shall consist of a minimum of 125 hours of work that is approved by the Registrar. Accredited additional qualification courses reflect the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework*.

Successful completion of the course leading to the Additional Qualification: History, Grades 7 and 8, listed in Schedule C of Regulation 184/97, Teachers' Qualifications is recorded on the Certificate of Qualification issued to the members of the College.

In this document, all references to candidates are to teachers enrolled in the additional qualification course. References to students indicate those in school programs.

3. The Ethical Standards and the Standards of Practice for the Teaching Profession

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (Appendix 1) provide the focus for ongoing professional learning and are the foundation for the development of the Additional Qualification Course: History, Grades 7 and 8. In addition, the *Professional Learning Framework for the Teaching Profession* is underpinned by the standards, articulates the principles on which effective teacher learning is based and acknowledges a range of options that promote continuous professional learning.

Standards Resources

The College has developed resources to support the effective integration of the standards within additional qualification courses and programs. These resources explore the integration of the standards through a variety of educative and inquiry-based processes. A list of these resources can be found in Appendix 2 and are available through the College web site (www.oct.ca). This guideline has been designed to reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*.

4. Course Components

The design, course content and implementation of the Additional Qualification Course Guideline: History, Grades 7 and 8 support effective teacher education practices. The following expectations and course components of this guideline support and inform effective professional knowledge and practice within the Additional Qualification Course: History, Grades 7 and 8

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* are embedded within the overall expectations for candidates.

This additional qualification course has the following overall learning expectations for candidates:

- analyzing, interpreting and implementing Ministry of Education curriculum and district school board policies and guidelines
- having and applying the theoretical understanding necessary to design, implement and assess programs and/or practices
- modelling and adapting expectations, strategies and assessment practices in response to the individual needs of students
- facilitating the creation of learning environments conducive to the intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development of the student
- collaborating with in-school personnel, parents/guardians and the community
- accessing and exploring a variety of resources, including technological resources, within and beyond the educational system to enhance professional knowledge in support of student learning
- refining professional practice through ongoing inquiry, dialogue and reflection
- supporting and modelling ethical practices
- understanding the need to respect and conserve resources in the environment
- understanding how to create and sustain professional learning communities
- organizing students' learning around a set of fundamental concepts: systems and structures; interactions and interdependence; environment; change and continuity; culture; and power and governance.

Successful candidates will demonstrate their understanding of and ability to apply the following:

A. Ontario Curriculum and Policies

The Additional Qualification Course: History, Grades 7 and 8 is aligned with current Ontario curriculum, relevant legislation, government policies and resources. These documents inform and reflect the development and implementation of the Additional Qualification Course: History, Grades 7 and 8. These resources can be viewed at www.edu.gov.on.ca.

B. The *Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession*:

- understanding and embodying care, trust, respect and integrity
- demonstrating commitment to students and student learning
- integrating professional knowledge
- enriching and developing professional practice
- supporting leadership in learning communities
- engaging in ongoing professional learning.

C. Theoretical Foundations of History, Grades 7 and 8

- understanding the context and relevant theories of the learner
- exploring a variety of conceptual frameworks in History, Grades 7 and 8
- understanding theories of exceptionality as they relate to the learner
- understanding the objectives of personal and social growth through the study of History, Grades 7 and 8
- using the Ministry curricula documents as the underpinnings of the History, Grades 7 and 8
- reflecting on personal teaching practice and engaging in professional dialogue on the relationship of theory and practice in the teaching of History, Grades 7 and 8
- having awareness of policy and/or legislation relevant to History, Grades 7 and 8

- knowing and understanding policies and procedures that are relevant to learners
- integrating the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as the foundation for teacher professionalism within the Additional Qualification course: History, Grades 7 and 8.
- integrating critical and creative thinking in the teaching of history to the adolescent learner
- gaining an awareness of the benchmarks of Historical Thinking and the metacognitive development of the learner
- Teaching an inclusive history course that promotes the understanding of controversial issues and antidiscrimination education (for example, Timothy Stanley, Susan Dion)
- having familiarity with some of the major current researchers in History Education that deal with misconceptions and preconceptions of students' understanding. (for example, Peter Seixas, Peter Lee, Ros Ashby, Amy von Heyking)
- recognition of theorists exploration of historical imagination that help to expand students' thinking (for example, Kate Hawkey, Bonnie G. Smith)
- developing awareness of First Nations, Métis and Inuit (Aboriginal) ways of knowing and perspectives
- providing a holistic and inclusive educational program that builds on learners' abilities and enables them to reach their potential.

D. Program Planning, Development and Implementation

- creating and maintaining positive, accepting and safe learning communities
- applying the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* to inform a program planning framework
- identifying factors in a diverse and changing society that impact on students.
- connecting History, Grades 7 and 8 to students' everyday experiences
- engaging in curriculum planning, development and implementation
- integrating differentiated instruction and universal design in the planning, development and implementation of learning experiences

- utilizing and assessing professional knowledge to inform pedagogical practices
- identifying, accessing, integrating and assessing community, print, electronic and collegial resources
- refining professional practice through ongoing inquiry, dialogue, and reflection on critical and creative thinking, historical thinking, and the origins, limitations, and nature of historical knowledge
- connecting history to other areas of the curriculum
- balancing the study of history with historical concepts (for example, cause and consequence, historical perspective taking, etc.) as well as curriculum content

E. Instructional Strategies and the Learning Environment

- fostering a collaborative community of learners
- integrating information and communication technology to support student learning
- employing a variety of instructional strategies appropriate to the learner
- adapting, modifying and accommodating instruction to meet the needs of all learners
- creating a learning environment that reflects the standards
- using pedagogies that reflect the professional identity of educators as described in the ethical standards, the standards of practice and in the *Foundations of Professional Practice*.
- working with and primary sources to promote multiple interpretations of historical events based on contextual understanding using proven strategies. (for example, strategies such as those developed by Ruth Sandwell, Tony Taylor, Stephane Levesque, and Lynn Speer Lemisko)
- developing critical literacy through an analysis of secondary sources
- accepting and promoting diverse opinions and identities through developing multiple perspectives on contemporary and historical issues
- understanding, appreciating and critically examining current events and the diverse ways different members of the community may experience them (land claims as they affect Aboriginal communities and cottagers)

- using a variety of instructional strategies that recognize and honour students' sense of dignity, emotional wellness, and cognitive development (for example, gender, cultural, and racial balance in historical consideration; avoiding stereotyping groups as victims).

F. Assessment and Evaluation

- creating fair and equitable assessment and evaluation methods to promote student learning
- integrating multiple assessment methods to support student learning: formative, summative (for example, assessment *as* learning, assessment *for* learning and assessment *of* learning)
- use a range of assessment and evaluation strategies that support the dignity, emotional wellness and cognitive development of all students
- understanding and responding to the issues of assessment and evaluation particular to the study of History, Grades 7 and 8
- understanding and responding to the issues of assessment and evaluation particular to the study of history by incorporating historical concepts
- using a range of assessments to demonstrate students' historical thinking (for example, assisting students to create their own historical narratives).

G. Shared Support for Learners

- understanding the importance of communicating with, involving and supporting parents/guardians
- understanding and employing a variety of effective communication strategies for collaborating with parents/guardians and school and community personnel,
- developing methods to provide continuous, meaningful, detailed and supportive information and feedback to parents/guardians
- understanding and respecting the importance of shared responsibility and partnership as conveyed in the standards and the *Foundations of Professional Practice*
- understanding that there is a variety of community and governmental resources that can be used in classrooms for example, museums, First Nations organizations, local elders, historical societies, friendship centres, Departments of Parks and Recreation, Department of Indian and Northern Affairs.

5. Instructional Practice in the Additional Qualification Course: History, Grades 7 and 8

In the implementation of this additional qualification course, instructors use strategies that are relevant, meaningful and practical in providing candidates with learning experiences about program, instruction, pedagogy and assessment and evaluation. Instructors model the standards, honour the principles of adult learning, recognize candidates' experience and prior learning and respond to individual needs. These include but are not limited to, small group interaction, action research, presentations, independent inquiry, problem solving, collaborative learning and direct instruction. Important to the course are opportunities for candidates to create support networks and receive feedback from colleagues and instructors and share the products of their learning with others. Opportunities for professional reading, reflection, dialogue and expression are also integral parts of the course.

Where possible, experiential learning and authentic school-based experiences are included in the course, for example, classroom observations, practicum experiences and action research projects. Instructors model effective instructional strategies and formative and summative assessment that can be replicated or adapted in the candidate's classroom.

6. Assessment and Evaluation of Candidates

At the beginning of the course, candidates are provided with the specific learning expectations and forms of assessment and evaluation that will be used throughout the course. Opportunities will be provided by instructors for regular feedback regarding candidates' progress throughout the course.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of self and peer assessment and instructor evaluation, and models effective practices. A variety of assessment approaches will be used that enable candidates to convey their learning. The course provides opportunities for both formative and summative assessment and evaluation.

Central to teachers enrolled in additional qualification courses is the opportunity to be engaged in relevant and meaningful work. Assignments, artefacts and projects enable candidates to make connections between theory and practice. At the same time, assignments must allow candidates flexibility, choice, and individual inquiry opportunities.

Part of the evaluation process may include a major independent project or action research component over the duration of the course. This project is an opportunity for candidates to illustrate a high level of professional knowledge, skills, pedagogy, ethical practices and instructional leadership. Similarly, if a portfolio assignment is used, it will also include reflections and analysis of a candidate's learning over time.

A final culminating experience in the course is recommended. This experience may take the form of a written assessment, a research paper, a performance, an inquiry project or a product that is genuinely new, meaningful and practical.

The following list of assessment strategies is not exhaustive; it is intended to serve as a guide only.

- a) Performance assessment: designing a sample unit which includes a culminating activity and appropriate assessment and evaluation tools, incorporates a variety of technologies and resources relevant to the study of History, Grades 7 and 8, and is based on Ministry of Education expectations
- b) Written assignment: reflecting critically on issues arising from articles, publications, research and/or other resources related to the teaching or practice of History, Grades 7 and 8
- c) Presentation: developing a digital story, presenting an issue related to the teaching and learning related of History, Grades 7 and 8
- d) Portfolio: creating a portfolio of practical resources, artefacts, photographs and recording critical reflections for each component related to History, Grades 7 and 8
- e) Action research: engaging in action research by reflecting and action upon a specific inquiry into teaching practice related to History, Grades 7 and 8
- f) Independent Project: addressing any aspect of the course that is approved by the instructor
- g) Instructional resource: developing a meaningful resource that will support instruction and pedagogy related to the teaching and learning of History, Grades 7 and 8
- h) Reflective writing: reflecting on professional practice through journal-writing, or writing a case or vignette that will support instruction and pedagogy related to the teaching and learning of History, Grades 7 and 8.

Appendix 1

The *Ethical Standards for the Teaching Profession*

The *Ethical Standards for the Teaching Profession* represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

Care

The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Respect

Intrinsic to the ethical standard of *Respect* are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Trust

The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Integrity

Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

The Standards of Practice for the Teaching Profession

The *Standards of Practice for the Teaching Profession* provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

The Purposes of the Standards of Practice for the Teaching Profession are:

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation,

resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

Appendix 2

Standards Resources

Information pertaining to the following standards resources is available through the College web site at www.oct.ca.

Allard, C.C., Goldblatt, P.F., Kemball, J.I., Kendrick, S.A., Millen, K.J. & Smith, D. (2007). Becoming a reflective community of practice. *Reflective Practice* (8)3, 299-314.

Goldblatt, P.F., & Smith, D. (2004). Illuminating and facilitating professional knowledge through casework. *European Journal of Teacher Education* (27)3, 334-354.

Goldblatt, P.F., & Smith, D. (2005). (Eds.). *Cases for teacher development: Preparing for the classroom*. Thousand Oaks, CA: Sage Publications.

Ontario College of Teachers. (2003). *Standards in practice: Fostering professional inquiry*. [Resource kit 1]. Toronto, ON: Author.

Ontario College of Teachers. (2006). *Foundations of professional practice*. Toronto, ON: Author.

Ontario College of Teachers. (2008). *Living the standards*. [Resource kit 2]. Toronto, ON: Author.

Smith, D, & Goldblatt, P.M. (Eds.). (2006). *Casebook guide for teacher education*. Toronto, ON: Ontario College of Teachers.